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ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this institutional, program, and staff development guide provides a suggested method to organize and implement improvement activities designed to fulfill these institutional, individual, and program needs identified through the needs assessment process. (Needs assessment procedures are identified in five separate guides, CE 016 791-795.) This guide is divided into the following components: goal and objectives; definition and purpose; organization of data; defining priority needs; developing staff development contracts; and evaluation. Flow charts depicting the program and staff development and institutional development are included. Sample documents and instruments are also included. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to be used independently or in conjunction with all or some of the other guides in the system. (BM)

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LOCAL EDUCATIONAL ASSESSMENT PROGRAM

GUIDE 7

INSTITUTIONAL, PROGRAM, AND STAFF DEVELOPMENT

A PROJECT DEVELOPED AT
ATHENS AREA VOCATIONAL-TECHNICAL SCHOOL

AND FUNDED BY
THE STATE OF GEORGIA
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TABLE OF CONTENTS
INSTITUTIONAL, PROGRAM, AND STAFF DEVELOPMENT

	<u>Page Number</u>
Introduction	2
Overview	3
I. Goal and Objectives	4
II. Definition and Purpose	4
III. Organization of Data	4
IV. Defining Priority Needs	5
V. Developing Staff Development Contracts	6
VI. Evaluation	7
Staff Development Flow Chart	8
Listing of Sample Documents	9

Introduction

This guide is one of a series of seven that have been developed to assist vocational education institutions in conducting a systemized approach to local evaluation. This particular guide may be used independently or in conjunction with all or some of the other guides in the system.

The suggested material in this guide is designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs.

OVERVIEW--INSTITUTION, PROGRAM, AND STAFF DEVELOPMENT GUIDE

This Institution, Program, and Staff Development Guide of Project LEAP provides a suggested methodology for effective fulfillment of the needs identified in other components of this improvement model.

This section of Project LEAP should be viewed as the capstone of the program. The Institution, Program and Staff Development guide provides for the culmination or the pulling together of the previous components into an action oriented system of data utilization.

The model depicted here is part of a State of Georgia approved program for certification renewal through staff development.

I. GOAL AND OBJECTIVES

A. GOAL

To improve the institution, program, and individual instructor effectiveness through an organized and planned development program designed to meet assessed needs.

B. OBJECTIVES

1. To provide an approach in identifying improvement objectives related to assessed needs.
2. To identify a method to use in designing an improvement program structured to meet an assessed need/needs.

II. DEFINITION AND PURPOSE

"Improvement through change" is a succinct definition of purpose for the Institutional, Program, and Staff Development section. The previous guides:

Consultative Team Evaluation,
Student Perceptions,
Student Follow-Up
Instructor Perceptions, and
Administrative Perceptions

have provided a rationale and basis for change through the accumulation of data relative to the needs of the institution, program, and the individual. The purpose of this guide is to provide a suggested methodology that will lead to effective fulfillment of those needs.

The model depicted here is part of a State of Georgia approved program for certification renewal through staff development. Institutions interested in utilizing staff development for certification renewal credit should contact the Georgia State Department of Education for further information regarding the appropriate criteria and standards required.

III. ORGANIZATION OF DATA

All needs accumulated through the preceding evaluations should have been entered on the appropriate "Needs Analysis Profiles" (Sample Documents 1, 2, and 3) as described in the Introductory Manual.

These profiles, or data collected through other assessment procedures, should provide the base data to be used in the formulation of the staff development programs. The completed profiles should rest with the person responsible for directing the improvement activities. Listed below is a suggested assignment of personnel to facilitate the development of improvement plans to meet those identified needs.

- A. DIRECTOR OR DESIGNATE--Should address all institutional needs. Therefore, at the conclusion of data accumulation, "institutional profiles," and related data should rest with the Institution's Director or a person designated by the Director.
- B. SUPERVISING INSTRUCTIONAL COORDINATOR--Should address all individual needs for those persons under his/her supervision and all identified program needs for those occupational programs under his/her supervision. Therefore, at the conclusion of data accumulation, the "Individual Needs Analysis Profiles" and "Program Needs Analysis Profiles" and should rest with the supervising Instructional Coordinator.

IV. DEFINING PRIORITY NEEDS

The following is a suggested procedure to establish priorities of needs to be addressed through staff development:

- A. The designate responsible for developing improvement plans should meet with the individual or individuals concerned and review those needs identified during the assessment process and contained on the Needs Analysis Profiles. Individual Needs Analysis Profiles should be treated as confidential information.
- B. Agreements should be reached for a priority rating of the needs listed. In the local application of this guide, those needs which had the most direct impact on students were usually those with the highest priority.
- C. Agreements should be reached on the needs to be addressed through Institutional, Program, and Staff Development during the coming year relative to the amount of time to be devoted. The profiles will contain some needs that can be eliminated in minutes, some that will take weeks, and some that cannot be remedied due to lack of resources. Therefore, the magnitude of the need/needs being addressed must be weighed in terms of available time and resources.

V. DEVELOPING STAFF DEVELOPMENT CONTRACTS

After priorities have been set and agreements reached on the need/needs to be addressed through staff development, it is recommended that a contractual agreement be drafted as a plan of action (Sample Document 4). The contract should contain the following data:

- A. IDENTIFYING DATA--That data which is needed to identify the individual and that data which is necessary for appropriate record keeping should be entered in this section.
- B. IDENTIFIED NEEDS--This section should contain a concise statement or statements of the need/needs being addressed and define the source of identification.
- C. IMPROVEMENT PROGRAM--A clear definition of each operational plan to meet each need should be entered. The definition should include:
 - 1. What is to be done
 - 2. When it will be conducted
 - 3. The amount of time to be devoted to the activity.
- D. ANY SPECIAL ASSISTANCE OR RESOURCES

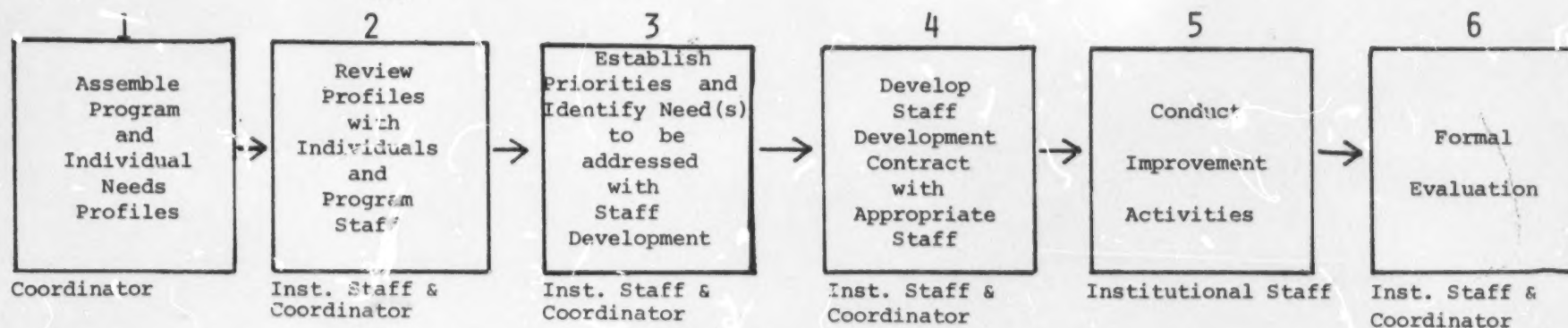
Any special considerations--equipment, travel money, consultants, and other needs--required to implement the program must be identified.
- E. EVALUATIVE CRITERIA--In this section, the criteria by which the level of accomplishments will be evaluated must be defined. It is imperative that the criteria identified for each need be written in a way that reflects how the improvements that have been accomplished are to be measured. In this model, cognitive level criteria are not acceptable. The model requires that the effected change be observable and have a direct effect for the benefit of the student. Therefore, the instructor must be able to "demonstrate" the results of the Staff Development Program.
- F. CONTRACTUAL SIGNATURES--The contract should contain the signature of the individual performing the activity and the signature of the persons responsible for supervision and evaluation of the activity. An institution may elect to appoint an overall staff development coordinator to oversee all plans in order to assure consistency and correctness of contracts in terms of required local or state policies and procedures.

In cases where a need/needs are common to a group of individuals, a group improvement program may be developed. Group plans may prove to be advantageous in that interaction among these individuals tends to generate more ideas or possible avenues to fulfill those needs identified. Grouping also allows for more effective use of in-house and external experts as they may work with one group rather than with many individuals.

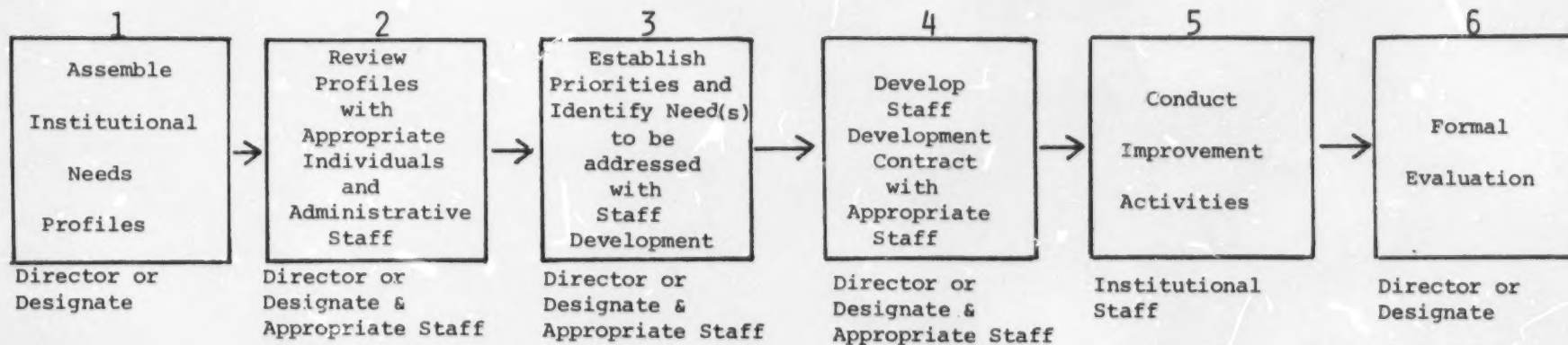
VI. EVALUATION

It is suggested that the evaluation of the completed staff development plan be of a formal nature and at a time mutually agreed upon by the supervisor/evaluator and the persons participating. It is imperative that the supervisor/evaluator personally observe the improvement and make an evaluative judgement as to the level of accomplishment of the program. A written evaluation of the results by the participant and the supervisor/evaluator should be formulated on the "On - the - Job" Evaluation form (Sample Document 5).

PROGRAM AND STAFF DEVELOPMENT FLOW CHART



INSTITUTIONAL FLOW CHART



SAMPLE DOCUMENTS AND INSTRUMENTS

	<u>Document Number</u>
Occupational Program Needs Analysis Profile	1
Individual Needs Analysis Profile	2
Institutional Needs Analysis Profile	3
Application for Inservice	4
On-the-Job Evaluation	5

OCCUPATIONAL PROGRAM NEEDS ANALYSIS PROFILE

Heating and Air Conditioning

Program

1977-78

Year

I. Curriculum

Need	Source
Material on Heating and Air Conditioning compression system refrigerant controls needs updating for relevancy to and consistency with business and industry requirements.	Visiting Team
Additional individualized training on Heating and Air Conditioning compression system refrigerant controls is needed to adequately prepare each student for employment dealing with modern refrigeration systems that are automatic in operation.	Follow-up
Develop units for individualized instruction on Heating and Air Conditioning compression system refrigerant controls.	Instructor

II. Learning Resources

Need	Source
Ten additional audio-visual slide presentations are needed in Heating and Air Condition compression system refrigerant controls to adequately demonstrate subject content.	Students
Develop an alphabetical subject cataloging system for Heating and Air Conditioning program.	Students

III. Physical Facilities

Need	Source
<i>Change physical arrangement of heating lab to provide each student with 25 square feet of working space.</i>	<i>Visiting Team</i>

IV. Equipment

Need	Source
<i>Acquire equipment needed for basic solar energy instruction.</i>	<i>Visiting Team</i>

V. General

Need	Source
<i>Change the Heating and Air Conditioning Program's policy on tardiness to decrease the number of student tardies.</i>	<i>Supervisor</i>
<i>Develop an improved system of student record keeping so that the program records will reflect an up-to-date academic status of all students</i>	<i>School data</i>

INDIVIDUAL NEEDS ANALYSIS PROFILE

John DoeIndividual1977-78Year

I. Effectiveness

Need	Source
Increase variety of instructional methods (i.e. audio-visuals, tutorial, lecture, class trips, etc.) to reach as many students as possible.	Students
Develop skills in preparing units for individualized instruction	Supervisor

II. Occupational Skills

Need	Source
Acquire skills concerning the construction of solar energy units	Instructor

16

INSTITUTIONAL NEEDS ANALYSIS PROFILE

Athens Area Vocational-Technical School
Institution
1977-78
Year

I. General & Ancillary Services (Bookroom, Cafeteria, etc.)

Need	Source
<i>Bookroom needs to be open two additional hours per day to serve the needs of all students.</i>	<i>Students</i>
<i>Litter needs to be picked up from the campus daily.</i>	<i>Visiting Team</i>
<i>A cover needs to be constructed over the walkway connecting Buildings A and B.</i>	<i>Students</i>

II. Administration

Need	Source
<i>The business division needs to have at least one staff meeting per week to insure communications.</i>	<i>Instructors</i>

III. Student Personnel Services (To include Job Placement)

Need	Source
<i>Develop a procedure for informing students of financial aid available.</i>	<i>Instructors</i>

IV. Support Staff

Need	Source
<i>Publicize services of Media Specialist so that instructors are better informed as to services available to them.</i>	<i>Instructors</i>
<i>Arrange Pre-Tech schedule so that more in-school clients may use this service.</i>	<i>Instructors</i>

APPLICATION FOR INSERVICE

1978
Year

Identifying Data

Name John Doe School System Clarke County
 Address 140 First Street Certificate No. V-1234
 City & State Athens, GA Social Security No. 612-30-0001

A. List needs to be addressed:

- 1-1 *Knowledge of how to develop slide-tape learning units for individualized instruction.*
- 1-2 *To provide students with individualized slide-tape learning units on air conditioning controls.*

Need identified by:

☒ Self Assessment ☐ Follow-up
☐ Supervisor Assessment ☒ Visiting Team
☒ Student Assessment ☐ Test or Standardized Measurement (Specify)
☐ Other _____

B. Define improvement activities (what, where, when):

	<u>Hours</u>
2-1 <i>To receive instruction from School Media Specialist on developing Slide-Tape Learning Units.</i>	16
2-2 <i>To develop a slide-tape individualized Learning Unit on Air Conditioning Controls (July 3-10)</i>	64

Total hours 80

C. Identify special assistance or resources needed:

3-1 Needs technical assistance from Media Specialist in making slides. (35 mm. Camera, 2 rolls of film, and copy stand)

D. Define evaluation criteria in measurable terms:

4-1 & 2 The instructor will demonstrate to the instructional coordinator the units produced and field test the learning units with current students.

Do you wish to apply for certification renewal credit?

 Yes

 X No

Contractural Signatures:

John Doe
Instructor

April 11, 1977
Date

Mary Jones
Supervisor/Evaluator

April 11, 1977
Date

John Doe
Approval Signature S/D Coordinator

April 11, 1977
Date

ON-THE-JOB EVALUATION

Description of Evidence

The learning activity package on air conditioning compression system refrigerant controls was developed and field tested. The field test indicated that the students enjoyed the new format more than previous methods used. There is a need to improve three slides in the program.

The students retention of material is equal to or slightly higher as compared to previous students who did not use this format (as measured by post-test).

John Doe 8-12-77
Instructor's Signature Date

☒ Satisfactory completion
☐ Unsatisfactory completion

Description of Evidence

The learning activity packages were observed while in use by students. Students seemed to enjoy the material presented and moved through the individualized unit without confusion. The slides and tapes are of high quality. The material produced should add much to this phase of instruction in the Heating and Air Conditioning Program.

Mary Jones 8-14-77
Supervisor's Signature Date

☒ Satisfactory completion
☐ Unsatisfactory completion